Roots and Constructs of Incivility in Professional Nursing Education: A South African Perspective

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Introduction

Uncivil behaviour in higher education has been highlighted as a concern (Ausbrooks, Jones & Tijerina, 2011). Such behaviour may be increasing (Clark, Olender, Cardoni & Kenski, 2011), thus jeopardizing the welfare of those involved and the overall educational process (Galo, 2012). Incivility as a reality in nursing education (Galo, 2012) has invaded academia, both in the classroom as well as the clinical environment which is an extension of nursing (Clark, et al., 2011). As the nursing profession and nursing faculty find student behaviours worrisome and concerning it is said to becoming an element of stress for faculty. However this may be a two-way phenomenon as students also complain that they are being disrespected by their professors. To ensure civil relationships in nursing education both educators and students would need to show genuine respect towards each other (Clark, 2013).

Problem Statement

As various incidents of incivility in nursing education are put forward no empirical data addresses the roots of these problems. A lot of work needs to be done to understand the issue of incivility in nursing education and especially in South Africa as there is a scarcity of recorded information. To investigate the meaning that people who provide and participate in nursing education attach to incivility and the best practices of dealing with such concerns would therefore be of great importance to nursing education in South Africa.

Purpose

To develop South African nursing education’s construct of incivility. To explore the roots of incivility in South African nursing schools.

Conceptual framework for incivility

The researcher developed a basic conceptual framework that will be used as a guide, but it will not dictate the exploration of what incivility means to South African nurse educators, students and other stakeholders.

Methodology

A qualitative grounded theory design will be applied to develop South African nursing education's construct of incivility, and to explore the roots of incivility. The research setting for this phase will be college and university-based nursing schools in South Africa. The study population will consist of nurse educators and student nurses involved in the R425 nursing programmes. Purposive sampling will be employed to select nurse educators and students from different nursing education settings in South Africa.

Data collection and analysis

Phase one: In-depth, individual face-to-face, audio-recorded interviews with nurse educators and nursing students until data saturation. Informed consent will be obtained prior to each interview. Phase two: Consensus workshops will be conducted with various nursing education stakeholders. The construct of incivility for South African nursing education will be formulated. Strategies for South African nursing education schools will be developed. Corbin and Straus (2008) systematic procedures will be used for data analysis. The indicators of credibility, transferability, dependability and confirmability will be applied to ensure trustworthiness of this study.

Conclusion

This is work in progress and from the final data after analysis and confirmation from participants, a construct using a full grown tree framework is expected to emerge. This would contribute to the understanding of incivility in South African professional nursing education and how the problem would be managed.

References